

Board of Education Agenda Item

Item: _____ L. _____

Date: _____ November 29, 2006 _____

Topic: Report on Evaluation of Year-Round School Programs

Presenter: Ms. Michelle Vucci, Director of Policy

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Origin:

☒ Topic presented for information only (no board action required)

_____ Board review required by

_____ State or federal law or regulation

_____ Board of Education regulation

_____ Other: _____

_____ Action requested at this meeting _____ Action requested at future meeting: _____ (date)

Previous Review/Action:

☒ No previous board review/action

_____ Previous review/action

date _____

action _____

Background Information:

Section 22.1-79.1 of the *Code of Virginia* prohibits local school boards from adopting school calendars that require schools to open prior to Labor Day unless a waiver is granted by the Board for "good cause." The conditions under which the Board may grant such waivers are outlined in the *Code*. Part 3 of § 22.1-79.1 permits the Board to approve a waiver from the requirements of this *Code* provision if the division secures approval of an experimental or innovative program for an instructional program offered on a year-round basis by the school division in one or more of its elementary, middle, or high schools. The waiver is restricted to those individual schools housing the program.

Typically year-round schools operate on what is commonly known as a 45-15 schedule where there are 45 instructional days followed by a 15-day break. During the 15-day break, the schools offer intersessions during which both remedial instruction and enrichment courses are offered. Most of the schools with year-round calendars share one or more of the following characteristics: high populations of minority or limited English proficient students, high percentages of students on free or reduced lunch, or histories of low performance on state assessments.

In 2000, the Board of Education adopted a resolution directing that requests for continuing approval of an experimental or innovative program requiring schools to open prior to Labor Day shall be accompanied by an evaluation of the effectiveness of the program that includes, at a minimum, evidence

of improvement in student academic achievement on appropriate assessments administered by the school division. The Board's resolution also requests the Superintendent of Public Instruction to provide an annual report to the Board concerning the status of waivers granted.

Each year a superintendent's memorandum is sent to all school divisions notifying them of the requirements for waivers of pre-Labor Day opening requirements. On January 12, 2006, Administrative Superintendent's Memorandum 3, was sent to division superintendents advising them of the requirements, and requesting that they complete and return their applications by March 3, 2006. Superintendent's Memorandum 3 also notified school divisions that they must submit program evaluation reports annually for each previously approved experimental and innovative program. In order to receive consistent information from all school divisions and to appropriately assess the effectiveness of the programs, school divisions were notified that the Board of Education had requested that each school division include the following components in its evaluation report: Student Achievement, Student Behavior and Attendance, Staff/Teacher Participation, and Parent/Community Involvement. Additionally, divisions were advised that the report must include a description of the steps taken to achieve or maintain school accreditation.

In past years, the content of this report was based on the information provided by school divisions in their evaluations of their year round programs. Since the form and substance of the evaluation reports was not prescribed, the content of the reports varied widely and it was difficult to draw any general conclusions about the year-round programs in Virginia's public schools. This is the first year where the content of the evaluation report was specified, making it possible for the Department of Education to compile and analyze information in a uniform format.

Summary of Major Elements:

Six school divisions submitted applications for approval of year-round programs in 30 schools for the 2006-2007 school year. Of the 30 schools, 25 are elementary schools, three are middle schools, and two are high schools.

Each school division applying for continuing approval of a year-round program must submit an evaluation of the results of the program. The evaluations of the schools approved for operation during the 2006-2007 school year are based on data and information provided by the school division for the 2005-2006 school year.

The evaluation report form completed by each division contains several parts designed to collect pertinent information from school divisions in the following areas:

- Part I requests demographic information.
- Part II requests information regarding student achievement, including the steps taken to achieve or maintain full accreditation and to meet or maintain requirements for federal Adequate Yearly Progress (AYP); the percentage of students who participated in academic remediation during the 2005-2006 school year; the effect of the additional academic support; whether students participating in the program were better prepared for the next grade; the percentage of students retained; improvement in subgroup academic achievement; and the achievement gap for 2005-2006, whether it was narrowed and how the school plans to resolve the achievement gap issue;
- Part III requests information regarding student attendance and behavior.
- Part IV provides information regarding school staff/teacher support for the program.
- Part V requests information regarding parent/community support for the program.

- Part VI requests information regarding the school division's program recommendations and goals for the 2006-2007 school year.

Based on the information provided in the reports submitted by the school divisions, the following general conclusions can be drawn:

- All of the schools are taking steps to achieve or maintain full accreditation and to meet or maintain the requirements for AYP.
- The majority of schools are making progress closing the achievement gap.
- All of the schools that responded to the question regarding closing the achievement gap have a plan to continue to work toward closing any achievement gaps in their schools.
- Students who participated in the year-round programs are considered better prepared for the next grade.
- There has been improvement in subgroup academic achievement in the majority of schools.
- Students have improved their attendance and the overall number of disciplinary actions has declined in the majority of the schools.
- Staff/teachers and parents and the community are supportive of the schools.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education accept the report.

Impact on Resources: None

Timetable for Further Review/Action: None



VIRGINIA DEPARTMENT OF EDUCATION

BRIEFING

REPORT TO THE BOARD OF EDUCATION ON THE EVALUATION OF YEAR-ROUND SCHOOLS APPROVED FOR THE 2006-2007 SCHOOL YEAR

NOVEMBER 29, 2006

REPORT TO THE BOARD OF EDUCATION ON THE EVALUATION OF YEAR-ROUND SCHOOLS APPROVED FOR THE 2006-2007 SCHOOL YEAR

Background Information

Section 22.1-79.1 of the *Code of Virginia* prohibits local school boards from adopting school calendars that require schools to open prior to Labor Day unless a waiver is granted by the Board for "good cause." The conditions under which the Board may grant such waivers are outlined in the *Code*. Part 3 of § 22.1-79.1 permits the Board to approve a waiver from the requirements of this *Code* provision if the division secures approval of an experimental or innovative program for an instructional program offered on a year-round basis by the school division in one or more of its elementary, middle, or high schools. The waiver is restricted to those individual schools housing the program.

Typically year-round schools operate on what is commonly known as a 45-15 schedule where there are 45 instructional days followed by a 15-day break. During the 15-day break, the schools offer intersessions during which both remedial instruction and enrichment courses are offered. Most of the schools with year-round calendars share one or more of the following characteristics: 1) high populations of minority or limited English proficient students; 2) high percentages of students on free or reduced lunch; or 3) histories of low performance on state assessments.

In 2000, the Board of Education adopted a resolution directing that requests for continuing approval of an experimental or innovative program requiring schools to open prior to Labor Day shall be accompanied by an evaluation of the effectiveness of the program that includes, at a minimum, evidence of improvement in student academic achievement on appropriate assessments administered by the school division. The Board's resolution also requests the Superintendent of Public Instruction to provide an annual report to the Board concerning the status of waivers granted.

Each year a superintendent's memorandum is sent to all school divisions notifying them of the requirements for waivers of pre-Labor Day opening requirements. On January 12, 2006, Administrative Superintendent's Memorandum 3, was sent to division superintendents advising them of the requirements, and requesting that divisions complete and return their applications by March 3, 2006. Superintendent's Memorandum 3 also notified school divisions that they must submit program evaluation reports annually for each previously approved experimental and innovative program. In order to receive consistent information from all school divisions and to appropriately assess the effectiveness of the programs, school divisions were notified that the Board of Education had requested that each school division include information on the following components in its evaluation report: 1) Student Achievement; 2) Student Behavior and Attendance; 3) Staff/Teacher Participation; and 4) Parent/Community Involvement. Additionally, divisions were advised that the report must include a description of the steps taken to

achieve federal and state benchmarks. The format for this report is included in Appendix A.

In past years, the content of this report was based on the information provided by school divisions in their evaluations of their year round programs. Since the form and substance of the evaluation reports was not prescribed, the content of the reports varied widely and it was difficult to draw any general conclusions about the year-round programs in Virginia's public schools. This is the first year where the content of the evaluation report was specified, making it possible for the Department of Education to compile and analyze information in a uniform format. The evaluations of the schools approved for operation during the 2006-2007 school year are based on data and information provided by the school division for the 2005-2006 school year.

The following six school divisions and thirty schools received continuing approval for in the 2006-2007 school year and submitted reports to the department:

2006-2007 List of Year-Round Schools

Division	Name of School
Alexandria (2)	Mount Vernon Elementary Samuel Tucker Elementary
Arlington (1)	Barcroft Elementary
Danville (5)	Glenwood Elementary Schoolfield Academy Taylor Elementary Woodrow Wilson Elementary Gibson Middle
Fairfax (10)	Annandale Terrace Elementary Dogwood Elementary Falls Church High Franconia Elementary Glasgow Middle Glen Forest Elementary Graham Road Elementary Parklawn Elementary Stuart High Timber Lane Elementary
Hampton (8)	Aberdeen Elementary A.W.E. Bassette Elementary Captain John Smith Elementary Merrimack Elementary Robert E. Lee Elementary William Mason Cooper Ele. Wythe Elementary C. Vernon Spratley Middle

Virginia Beach (4)	Corporate Landing Elementary Plaza Elementary Point O'View Elementary Seatack Elementary
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Summary of Report Results

The evaluation report form completed by each division contains several parts designed to collect pertinent information from school divisions in the following areas:

- Part I requests demographic information.
- Part II requests information regarding student achievement, including the steps taken to achieve or maintain full accreditation and to meet or maintain requirements for federal Adequate Yearly Progress (AYP); the percentage of students who participated in academic remediation during the 2005-2006 school year; the effect of the additional academic support; whether students participating in the program were better prepared for the next grade; the percentage of students retained; improvement in subgroup academic achievement; and the achievement gap for 2005-2006, whether it was narrowed and how the school plans to resolve the achievement gap issue;
- Part III requests information regarding student attendance and behavior.
- Part IV provides information regarding school staff/teacher support for the program.
- Part V requests information regarding parent/community support for the program.
- Part VI requests information regarding the school division's program recommendations and goals for the 2006-2007 school year.

State/Federal Benchmarks: This report contains a summary of the state accreditation and AYP status for each year round school (see Appendix B). For 2006-2007, twenty-seven (27) of thirty (30) schools were fully accredited. For this same year, twenty-two (22) schools made AYP and eight (8) did not meet the federal benchmark.

The following schools, which failed to meet AYP benchmarks for 2005-2006, demonstrated improvement and met AYP for 2006-2007: 1) Mount Vernon Elementary (Alexandria City); 2) Annandale Terrace Elementary (Fairfax County); 3) Falls Church High (Fairfax County); 4) Stuart High (Fairfax County); and 5) Wythe Elementary (Hampton City). Four schools made AYP in 2005-2006 but failed to maintain this status in 2006-2007. These schools are: 1) E.A. Gibson Middle (Danville City); 2) Dogwood Elementary (Fairfax County); 3) Merrimack Elementary (Hampton City); and 4) Robert E. Lee Elementary (Hampton City).

Wythe Elementary (Hampton City) failed to be fully accredited for 2005-2006 but demonstrated improvement and became fully accredited for 2006-2007. E.A. Gibson Middle (Danville City) was fully accredited in 2005-2006 but failed to maintain this status in 2006-2007 and is now Accredited with Warning. In Hampton City, both

Aberdeen Elementary and C. Vernon Spratley Middle have maintained the status of Accredited with Warning.

This report provides detailed information on the efforts undertaken by those school divisions not meeting state and/or federal benchmarks to raise student achievement and provides general progress data for those divisions and schools that made state and federal benchmarks. (See Appendix C.)

General Conclusions Regarding All Schools: Based on the information provided in the reports submitted by the school divisions, the following general conclusions can be drawn:

- All of the schools are taking steps to achieve or maintain full accreditation and to meet or maintain the requirements for AYP.
- The majority of schools are making progress closing the achievement gap.
- All of the schools that responded to the question regarding closing the achievement gap have a plan to continue to work toward closing any achievement gaps in their schools.
- Students who participated in the-year round programs are considered better prepared for the next grade.
- There has been improvement in subgroup academic achievement in the majority of schools.
- Students have improved their attendance and the overall number of disciplinary actions has declined in the majority of the schools.
- Staff/teachers and parents and the community are supportive of the schools.

The department was unable to draw specific conclusions regarding one school division's efforts because it did not submit data that was as comprehensive as that submitted by other school divisions. Department staff will work that division over the next school year to obtain additional data.

APPENDIX A – EVALUATION REPORT FORMAT

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
P.O. Box 2120
RICHMOND, VIRGINIA 23218-2120

Evaluation Report for Schools Operating Experimental or Innovative Programs¹

I. Please provide the following background information.

A. Name of school _____

B. Name of school division _____

C. What year was the program established? _____

D. What grades are served in this program? _____

E. Is this a Title I school? Yes ____ No ____ Number of students served

F. Describe the program, its focus areas², and its purpose.

G. Describe the program goals and program outcomes for the 2005-2006 school year.

II. Student Achievement

A. What steps have been taken to achieve or maintain full accreditation?

¹Note: To analyze program performance, the department will pull Standards of Learning (SOL) assessment results and other data from the School Report Card on its Web site. Please reference the [report to the Board](#) in November of 2005 for more information on how these data were presented in a summary report of evaluation results.

²General education, special education, ESL, Head Start, Talented/Gifted, remedial, alternative, etc.

What steps have been taken to meet the requirements for Adequate Yearly Progress (AYP) and to maintain these requirements in the future?

- B. What percentage of the students in this program participated in academic remediation during the 2005-2006 school year? ____

Has this additional academic support facilitated overall academic improvement for the students participating in the remediation program? Are demonstrated results available through test scores or other quantitative information?

- C. Are the students participating in this program better prepared for the next grade? Yes ____ No ____ Has improvement been evidenced since this program was established?

- D. What percentage of the students in this school was retained in grade during the 2005-2006 school year? ____

How has that percentage changed since the school became a year-round school?

- E. What percent of the total student population participated in the year-round program? ____ What percent of each subgroup? White ____ African-American ____ Hispanic ____ Economically disadvantaged ____ Limited English proficient ____ Students with disabilities ____

Has there been an improvement in academic achievement in each of these subgroups since the school initially received this waiver? Yes ____ No ____ Please explain.

- F. Do this school's 2005-2006 Standard of Learning (SOL) test results show an Achievement Gap? Yes ____ No ____ Where does the Achievement GAP exist? Explain.

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Do the 2005-2006 SOL testing results show that the Achievement Gap has narrowed? Yes ____ No ____

If these SOL testing results continue to show an Achievement Gap, how does the school plan to resolve this issue?

III. Student Behavior and Attendance

- A. Has there been any overall change in student attendance since this waiver was approved? Yes ____ No ____ What was the overall student attendance rate for 2005-2006? ____

How has this program impacted student attendance?

- B. Has there been any overall change in the number of student disciplinary actions since this waiver was approved? Yes ____ No ____ Explain.

IV. School Staff/Teacher Support

- A. How has school staff/teachers support or lack of support impacted the program? Explain.

V. Parent/Community Support

- A. Does the program have the support of parents and the community? Yes ____ No ____ Please explain.

B. Are parents and the community satisfied with the program? Yes ____ No

Please explain.

VI. Recommendations and Goals

A. What are your program recommendations and goals for the next school year? Please describe any program changes made in response to the outcomes from the 2005-2006 school year, including student achievement results such as SOL and other standardized testing, any Achievement Gap and, parent, teacher, and community concerns. Explain how your program recommendations and goals will be implemented during the 2006-2007 school year.

Signature, Division Superintendent

Date

APPENDIX B

**Summary of Accreditation and AYP Status for All Schools Approved for
Year Round Operation in 2006-2007**

Virginia Board of Education - November 2006
Status Report - Year Round School
Background Information

School Division	School Name	Year of Conversion to Modified Calendar	Type of Program (Focus Areas)	Grades Served	Number of Students Served (2006-07)	Title I School (Y/N)
Alexandria City Public Schools	Mount Vernon Elementary	2005	General Education, Special Education, Head Start Program, ESL, Talented/Gifted, Pre-School Care	PK-05	476 students	Y
Alexandria City Public Schools	Samuel W. Tucker Elementary	2004	General Education, Special Education, Head Start Program, ESL, Talented/Gifted	PK-05	593 students	Y
Arlington County Public Schools	Barcroft Elementary	2002	General Education, Special Education, ESL, Talented/Gifted	PK-05	324 students	Y
Danville City Public Schools	Edwin A. Gibson Middle	1998	Special Education, Vocational Education, Migrant Education, ESL, Talented/Gifted, Remedial Program	6-8	445 students	N
Danville City Public Schools	Glenwood Elementary	1998	Special Education, Migrant Education, ESL, Talented/Gifted, Pre-School Care, Remedial Program	PK-05	219 students	Y
Danville City Public Schools	Schoolfield Elementary	1996	Special Education, Migrant Education, ESL, Talented/Gifted, Pre-School Care, IB Program, Remedial Program	PK-05	552 students	Y
Danville City Public Schools	Irvin W. Taylor Elementary	1998	Special Education, Migrant Education, ESL, Talented/Gifted, Pre-School Care, Remedial Program	PK-05	312 students	Y
Danville City Public Schools	Woodrow Wilson Elementary	2002	Special Education, Migrant Education, ESL, Talented/Gifted, Pre-School Care, Remedial Program	PK-05	174 students	Y
Fairfax County Public Schools	Amandale Terrace Elementary	2002	General Education, Special Education, Head Start Program, ESL, Talented/Gifted, Magnet/Spec Ctr, Remedial Program	PK-05	651 students	Y
Fairfax County Public Schools	Dogwood Elementary	2000	General Education, Special Education, Head Start Program, ESL, Talented/Gifted, Magnet/Spec Ctr, Remedial Program	PK-06	622 students	Y
Fairfax County Public Schools	Falls Church High	2001	General Education, Special Education, Vocational Education, Technical Prep. ESL, Talented/Gifted, Remedial Program	9-12	1,375 students	N
Fairfax County Public Schools	Franconia Elementary	2001	General Education, Special Education, ESL, Talented/Gifted, Remedial Program	PK-06	476 students	N
Fairfax County Public Schools	Glasgow Middle	2001	General Education, Special Education, Vocational Education, ESL, Talented/Gifted, Magnet/Spec Ctr, Remedial Program	6-8	1,095 students	N
Fairfax County Public Schools	Glen Forest Elementary	2001	General Education, Special Education, Head Start Program, ESL, Talented/Gifted, Magnet/Spec Ctr, Remedial Program	PK-05	779 students	Y
Fairfax County Public Schools	Graham Road Elementary	2001	General Education, Special Education, Head Start Program, ESL, Talented/Gifted, Magnet/Spec Ctr, Remedial Program	PK-06	334 students	Y
Fairfax County Public Schools	Parklawn Elementary	2002	General Education, Special Education, Head Start Program, ESL, Talented/Gifted, Magnet/Spec Ctr, Remedial Program	PK-05	613 students	Y
Fairfax County Public Schools	Stuart High	2001	General Education, Special Education, Vocational Education, Technical Prep. ESL, Talented/Gifted, IB Program, Remedial Program	9-12	1,564 students	N

**Virginia Board of Education - November 2006
Status Report - Year Round School
Background Information**

School Division	School Name	Year of Conversion to Modified Calendar	Type of Program (Focus Areas)	Grades Served	Number of Students Served (2006-07)	Title I School (Y/N)
Fairfax County Public Schools	Timber Lane Elementary	1998	General Education, Special Education, Head Start Program, ESL, Talented/Gifted, Remedial Program	PK-06	472 students	Y
Hampton City Public Schools	A.W.E. Bassette Elementary	2000	General Education	PK-05	318 students	Y
Hampton City Public Schools	Aberdeen Elementary	2001	General Education	PK-05	351 students	Y
Hampton City Public Schools	C. Vernon Spratley Middle	1998	General Education	6-8	830 students	N
Hampton City Public Schools	Captain John Smith Elementary	1998	General Education	KG-05	398 students	Y
Hampton City Public Schools	Merrimack Elementary	1998	General Education	PK-05	417 students	Y
Hampton City Public Schools	Robert E. Lee Elementary	2001	General Education	PK-05	394 students	Y
Hampton City Public Schools	William Mason Cooper Elementary	2001	General Education	PK-05	356 students	Y
Hampton City Public Schools	Wythe Elementary	2001	General Education	PK-05	301 students	Y
Virginia Beach City Public Schools	Corporate Landing Elementary	2002	General Education, Special Education, ESL, Talented/Gifted, Remedial Program	PK-05	560 students	N
Virginia Beach City Public Schools	Plaza Elementary	2003	General Education, Special Education, ESL, Talented/Gifted, Remedial Program	KG-05	399 students	Y
Virginia Beach City Public Schools	Point O' View Elementary	2004	General Education, Special Education, ESL, Talented/Gifted, Remedial Program	KG-05	461 students	N
Virginia Beach City Public Schools	Seatack Elementary	2000	General Education, Special Education, ESL, Talented/Gifted, Remedial Program	PK-05	341 students	Y

**Virginia Board of Education - November 2006
Status Report - Year Round School
Accreditation Status from 2004-2005 to 2006-2007**

School Division	School Name	Accreditation Status for 06-07	2004-2005 School Year				2005-2006 School Year				2006-2007 School Year			
			English Pass Rate	Math Pass Rate	History/Social Science Pass Rate	Science Pass Rate	English Pass Rate	Math Pass Rate	History/Social Science Pass Rate	Science Pass Rate	English Pass Rate	Math Pass Rate	History/Social Science Pass Rate	Science Pass Rate
Alexandria City Public Schools	Mount Vernon Elementary	Fully Accredited	88	99	83 for Grade 3 and 85 for Grade 5	75 for Grade 3 and 83 for Grade 5	82	87	80	76	85 for Grades 3 & 5 and 93 for Grades 4, 6, 7, and 8	89	96 (with 88 for Grade 3)	72 (with 88 for Grade 3)
Alexandria City Public Schools	Samuel W. Tucker Elementary	Fully Accredited	97	92	82 for Grade 3 and 92 for Grade 5	83 for Grade 3 and 96 for Grade 5	93	96	91	95	92 for Grades 3 & 5 and 94 for Grades 4, 6, 7, and 8	94	94 (with 90 for Grade 3)	91 (with 90 for Grade 3)
Arlington County Public Schools	Barcroft Elementary	Fully Accredited	98	92	83 for Grade 3 and 92 for Grade 5	91 for Grade 3 and 85 for Grade 5	96	96	95	95	94 for Grades 3 & 5 and 92 for Grades 4, 6, 7, and 8	86	88 (with 96 for Grade 3)	82 (with 92 for Grade 3)
Danville City Public Schools	Edwin A. Gibson Middle	Accredited with Warning	74	93	82	73	77	88	87	80	78	54	73	72
Danville City Public Schools	Glenwood Elementary	Fully Accredited	68	63	91 for Grade 3 and 81 for Grade 5	80 for Grade 3 and 58 for Grade 5	89	87	80	80	79 for Grades 3 & 5 and 77 for Grades 4, 6, 7, and 8	74	72 (with 96 for Grade 3)	78 (with 84 for Grade 3)
Danville City Public Schools	Irvin W. Taylor Elementary	Fully Accredited	73	78	89 for Grade 3 and 92 for Grade 5	80 for Grade 3 and 71 for Grade 5	96	92	80	81	91 for Grades 3 & 5 and 85 for Grades 4, 6, 7, and 8	84	91 (with 100 for Grade 3)	90 (with 94 for Grade 3)
Danville City Public Schools	Schoolfield Elementary	Fully Accredited	83	87	90 for Grade 3 and 99 for Grade 5	83 for Grade 3 and 86 for Grade 5	91	87	94	81	91 for Grades 3 & 5 and 90 for Grades 4, 6, 7, and 8	88	84 (with 95 for Grade 3)	89 (with 88 for Grade 3)
Danville City Public Schools	Woodrow Wilson Elementary	Fully Accredited	99	97	100 for Grade 3 and 97 for Grade 5	100 for Grade 3 and 94 for Grade 5	97	92	88	92	86 for Grades 3 & 5 and 83 for Grades 4, 6, 7, and 8	76	82	80 (with 91 for Grade 3)
Fairfax County Public Schools	Amandale Terrace Elementary	Fully Accredited	89	79	87 for Grade 3 and 95 for Grade 5	83 for Grade 3 and 78 for Grade 5	89	91	92	77	86 for Grades 3 & 5 and 80 for Grades 4, 6, 7, and 8	80	92 (with 95 for Grade 3)	86 (with 94 for Grade 3)
Fairfax County Public Schools	Dogwood Elementary	Fully Accredited	77	83	71 for Grade 3 and 82 for Grades 5 & 6	73 for Grade 3 and 86 for Grades 5 & 6	90	82	91	84	79 for Grades 3 & 5 and 77 for Grades 4, 6, 7, and 8	70	83 (with 79 for Grade 3)	71 (with 85 for Grade 3)
Fairfax County Public Schools	Falls Church High	Fully Accredited	91	83	88	79	85	81	88	80	92	86	93	85
Fairfax County Public Schools	Franconia Elementary	Fully Accredited	92	98	98 for Grade 3 and 91 for Grades 5 & 6	90 for Grade 3 and 83 for Grades 5 & 6	94	92	95	88	90 for Grades 3 & 5 and 94 for Grades 4, 6, 7, and 8	83	72 (with 96 for Grade 3)	94 (with 98 for Grade 3)
Fairfax County Public Schools	Glasgow Middle	Fully Accredited	74	95	78	87	78	90	89	83	83	72	82	79
Fairfax County Public Schools	Glen Forest Elementary	Fully Accredited	83	81	81 for Grade 3 and 86 for Grade 5	78 for Grade 3 and 83 for Grade 5	94	98	91	95	92 for Grades 3 & 5 and 91 for Grades 4, 6, 7, and 8	93	95 (with 96 for Grade 3)	87 (with 94 for Grade 3)
Fairfax County Public Schools	Graham Road Elementary	Fully Accredited	86	88	77 for Grade 3 and 91 for Grades 5 & 6	70 for Grade 3 and 53 for Grades 5 & 6	91	95	96	85	90 for Grades 3 & 5 and 92 for Grades 4, 6, 7, and 8	85	78 (with 96 for Grade 3)	90 (with 100 for Grade 3)

**Virginia Board of Education - November 2006
Status Report - Year Round School
Accreditation Status from 2004-2005 to 2006-2007**

School Division	School Name	Accreditation Status for 06-07	2004-2005 School Year				2005-2006 School Year				2006-2007 School Year			
			English Pass Rate	Math Pass Rate	History/Social Science Pass Rate	Science Pass Rate	English Pass Rate	Math Pass Rate	History/Social Science Pass Rate	Science Pass Rate	English Pass Rate	Math Pass Rate	History/Social Science Pass Rate	Science Pass Rate
Fairfax County Public Schools	Parklawn Elementary	Fully Accredited	85	88	94 for Grade 3 and 88 for Grade 5	83 for Grade 3 and 91 for Grade 5	96	94	97	91	96 for Grades 3 & 5 and 95 for Grades 4, 6, 7, and 8	93	95 (with 96 for Grade 3)	98 (with 100 for Grade 3)
Fairfax County Public Schools	Stuart High	Fully Accredited	94	81	87	83	91	93	91	81	89	95	91	86
Fairfax County Public Schools	Timber Lane Elementary	Fully Accredited	91	100	86 for Grade 3 and 91 for Grades 5 & 6	80 for Grade 3 and 89 for Grades 5 & 6	85	93	93	82	91 for Grades 3 & 5 and 93 for Grades 4, 6, 7, and 8	90	84 (with 100 for Grade 3)	74 (with 98 for Grade 3)
Hampton City Public Schools	A.W.E. Bassette Elementary	Fully Accredited	79	85	90 for Grade 3 and 96 for Grade 5	82 for Grade 3 and 80 for Grade 5	89	90	87	83	80 for Grades 3 & 5 and 71 for Grades 4, 6, 7, and 8	79	88 (with 70 for Grade 3)	75 (with 74 for Grade 3)
Hampton City Public Schools	Aberdeen Elementary	Accredited with Warning	75	69	88 for Grade 3 and 84 for Grade 5	64 for Grade 3 and 75 for Grade 5	76	67	79	67	68	63	78 (with 86 for Grade 3)	52 (with 80 for Grade 3)
Hampton City Public Schools	C. Vernon Spratley Middle	Accredited with Warning	63	85	70	78	64	83	84	76	71	30	77	73
Hampton City Public Schools	Captain John Smith Elementary	Fully Accredited	79	80	78 for Grade 3 and 78 for Grade 5	81 for Grade 3 and 77 for Grade 5	78	80	76	74	79 for Grades 3 & 5 and 76 for Grades 4, 6, 7, and 8	76	71 (with 95 for Grade 3)	72 (with 91 for Grade 3)
Hampton City Public Schools	Merrimack Elementary	Fully Accredited	87	82	87 for Grade 3 and 86 for Grade 5	78 for Grade 3 and 83 for Grade 5	84	90	92	84	77 for Grades 3 & 5 and 78 for Grades 4, 6, 7, and 8	77	80 (with 77 for Grade 3)	80 (with 75 for Grade 3)
Hampton City Public Schools	Robert E. Lee Elementary	Fully Accredited	77	80	79 for Grade 3 and 89 for Grade 5	65 for Grade 3 and 78 for Grade 5	86	86	86	76	77 for Grades 3 & 5 and 76 for Grades 4, 6, 7, and 8	70	83 (with 62 for Grade 3)	73 (with 70 for Grade 3)
Hampton City Public Schools	William Mason Cooper Elementary	Fully Accredited	87	88	83 for Grade 3 and 93 for Grade 5	81 for Grade 3 and 81 for Grade 5	87	83	74	79	88 for Grades 3 & 5 and 82 for Grades 4, 6, 7, and 8	79	85 (with 94 for Grade 3)	75 (with 88 for Grade 3)
Hampton City Public Schools	Wythe Elementary	Fully Accredited	77	87	80 for Grade 3 and 76 for Grade 5	72 for Grade 3 and 59 for Grade 5	71	72	70	55	77 for Grades 3 & 5 and 82 for Grades 4, 6, 7, and 8	73	74 (with 87 for Grade 3)	74 (with 85 for Grade 3)
Virginia Beach City Public Schools	Corporate Landing Elementary	Fully Accredited	86	91	96 for Grade 3 and 93 for Grade 5	96 for Grade 3 and 94 for Grade 5	93	96	94	92	93 for Grades 3 & 5 and 90 for Grades 4, 6, 7, and 8	92	94 (with 97 for Grade 3)	95 (with 97 for Grade 3)
Virginia Beach City Public Schools	Plaza Elementary	Fully Accredited	89	91	92 for Grade 3 and 90 for Grade 5	90 for Grade 3 and 86 for Grade 5	95	100	96	93	89 for Grades 3 & 5 and 85 for Grades 4, 6, 7, and 8	88	90 (with 91 for Grade 3)	86 (with 96 for Grade 3)
Virginia Beach City Public Schools	Point O' View Elementary	Fully Accredited	84	88	93 for Grade 3 and 83 for Grade 5	83 for Grade 3 and 85 for Grade 5	88	84	72	77	88 for Grades 3 & 5 and 85 for Grades 4, 6, 7, and 8	82	90 (with 95 for Grade 3)	90 (with 93 for Grade 3)

**Virginia Board of Education - November 2006
Status Report - Year Round School
Accreditation Status from 2004-2005 to 2006-2007**

School Division	School Name	Accreditation Status for 06-07	2004-2005 School Year				2005-2006 School Year				2006-2007 School Year			
			English Pass Rate	Math Pass Rate	History/Social Science Pass Rate	Science Pass Rate	English Pass Rate	Math Pass Rate	History/Social Science Pass Rate	Science Pass Rate	English Pass Rate	Math Pass Rate	History/Social Science Pass Rate	Science Pass Rate
Virginia Beach City Public Schools	Seatack Elementary	Fully Accredited	84	83	87 for Grade 3 and 97 for Grade 5	83 for Grade 3 and 94 for Grade 5	100	94	88	84	76 for Grades 3 & 5 and 75 for Grades 4, 6, 7 and 8	77	87 (with 78 for Grade 3)	83 (with 87 for Grade 3)

Virginia Board of Education - November 2006
Status Report - Year Round School
Status of Adequate Yearly Progress from 2004-2005 to 2006-2007

<i>Division Name</i>	<i>School Name</i>	<i>AYP Status Information</i>			<i>2006-2007 Status</i>		<i>Comment</i>
		<i>2004-2005</i>	<i>2005-2006</i>	<i>2006-2007</i>	<i>English Sanction (Y/N)</i>	<i>Math Sanction (Y/N)</i>	
Alexandria City Public Schools	Mount Vernon Elementary	Made AYP	Did Not Make AYP	Made AYP	N	N	Title I - Targeted Assistance School
Alexandria City Public Schools	Samuel W. Tucker Elementary	Made AYP	Made AYP	Made AYP	N	N	Title I - Targeted Assistance School
Arlington County Public Schools	Barcroft Elementary	Did Not Make AYP	Did Not Make AYP	Did Not Make AYP	Y - Year 2	N	Title I - Targeted Assistance School/School must offer school choice and supplemental services
Danville City Public Schools	Edwin A. Gibson Middle	Did Not Make AYP	Made AYP	Did Not Make AYP	N	N	Non-Title I School
Danville City Public Schools	Glenwood Elementary	Did Not Make AYP	Made AYP	Made AYP	N	N	Title I - Schoolwide Assistance
Danville City Public Schools	Schoolfield Elementary	Made AYP	Made AYP	Made AYP	N	N	Title I - Schoolwide Assistance
Danville City Public Schools	Ivin W. Taylor Elementary	Did Not Make AYP	Made AYP	Made AYP	N	N	Title I - Schoolwide Assistance
Danville City Public Schools	Woodrow Wilson Elementary	Made AYP	Made AYP	Made AYP	N	N	Title I - Schoolwide Assistance
Fairfax County Public Schools	Annandale Terrace Elementary	Made AYP	Did Not Make AYP	Made AYP	N	N	Title I - Schoolwide Assistance
Fairfax County Public Schools	Dogwood Elementary	Did Not Make AYP	Made AYP	Did Not Make AYP	Y - Year 2	N	Title I - Schoolwide Assistance School/School must offer school choice and supplemental services
Fairfax County Public Schools	Falls Church High	Did Not Make AYP	Did Not Make AYP	Made AYP	N	Y - Year 2	Non-Title I School/Additional Corrective Actions Required
Fairfax County Public Schools	Franconia Elementary	Made AYP	Made AYP	Made AYP	N	N	Non-Title I School
Fairfax County Public Schools	Glasgow Middle	Did Not Make AYP	Did Not Make AYP	Did Not Make AYP	Y - Year 3	N	Non-Title I School/Additional Corrective Actions Required
Fairfax County Public Schools	Glen Forest Elementary	Made AYP	Made AYP	Made AYP	N	N	Title I Schoolwide Assistance School
Fairfax County Public Schools	Graham Road Elementary	Made AYP	Made AYP	Made AYP	N	N	Title I Schoolwide Assistance School
Fairfax County Public Schools	Parklawn Elementary	Made AYP	Made AYP	Made AYP	N	N	Title I Schoolwide Assistance School
Fairfax County Public Schools	Stuart High	Made AYP	Did Not Make AYP	Made AYP	N	N	Non-Title I School

**Virginia Board of Education - November 2006
Status Report - Year Round School
Status of Adequate Yearly Progress from 2004-2005 to 2006-2007**

<i>Division Name</i>	<i>School Name</i>	<i>AYP Status Information</i>			<i>2006-2007 Status</i>		<i>Comment</i>
		<i>2004-2005</i>	<i>2005-2006</i>	<i>2006-2007</i>	<i>English Sanction (Y/N)</i>	<i>Math Sanction (Y/N)</i>	
Fairfax County Public Schools	Timber Lane Elementary	Made AYP	Made AYP	Made AYP	N	N	Title I Schoolwide Assistance School
Hampton City Public Schools	A.W.E. Bassette Elementary	Made AYP	Made AYP	Made AYP	N	N	Title I Schoolwide Assistance School
Hampton City Public Schools	Aberdeen Elementary	Did Not Make AYP	Did Not Make AYP	Did Not Make AYP	Y - Year 2	N	Title I - Schoolwide Assistance School/School must offer school choice and supplemental services
Hampton City Public Schools	C. Vernon Spratley Middle	Did Not Make AYP	Did Not Make AYP	Did Not Make AYP	Y - Year 3	N	Non-Title I School/Additional Corrective Actions Required
Hampton City Public Schools	Captain John Smith Elementary	Made AYP	Made AYP	Made AYP	N	N	Title I Schoolwide Assistance School
Hampton City Public Schools	Merrimack Elementary	Made AYP	Made AYP	Did Not Make AYP	N	N	Title I Schoolwide Assistance School
Hampton City Public Schools	Robert E. Lee Elementary	Made AYP	Made AYP	Did Not Make AYP	N	N	Title I Schoolwide Assistance School
Hampton City Public Schools	William Mason Cooper Elementary	Made AYP	Made AYP	Made AYP	N	N	Title I Schoolwide Assistance School
Hampton City Public Schools	Wythe Elementary	Made AYP	Did Not Make AYP	Made AYP	N	N	Title I Schoolwide Assistance School
Virginia Beach City Public Schools	Corporate Landing Elementary	Made AYP	Made AYP	Made AYP	N	N	Non-Title I School
Virginia Beach City Public Schools	Plaza Elementary	Made AYP	Made AYP	Made AYP	N	N	Title I Schoolwide Assistance School
Virginia Beach City Public Schools	Point O' View Elementary	Made AYP	Made AYP	Made AYP	N	N	Non-Title I School
Virginia Beach City Public Schools	Seatack Elementary	Made AYP	Made AYP	Made AYP	N	N	Title I Schoolwide Assistance School

APPENDIX C

Division Efforts to Improve Student Achievement for Those Schools Not Meeting Either Accreditation or AYP Requirements

Arlington – Barcroft Elementary – Did not Make AYP

- Teacher training (Teacher Expectations for Student Achievement)
- Month-long cultural recognitions and celebrations
- Project Go for targeted African/African American and other identified students
- Services for English language learners
- Student participation in intersession classes
- Even Start program for 4 year olds
- Identified students to work with neighborhood parent tutoring buddies
- Hired reading and mathematics coach to work with students and teachers
- Professional staff development in remedial reading and mathematics for volunteer staff members, community members, and school administrators
- 56 of 199 students enrolled in tutorial reading opportunities funded by the federal No Child Left Behind (NCLB) Act
- 45 students enrolled in SOL reading remediation classes in the afternoons and on Saturdays
- 28 students participated in remedial mathematics classes after school

Danville – Edwin A. Gibson Middle – Accredited with Warning, Did not Make AYP

- Nine-week assessment process in grades 6-8 in all core areas. Assessment results are used to target small groups of students for remediation efforts at the end of the nine weeks.
- Administration and staff have been trained in managing and interpreting data to improve student achievement.
- Nine-week reports based on school-wide assessments are disaggregated by subgroups at the end of each nine weeks. Students are grouped for remediation in small groups based on similar academic needs and receive extra help after school, in school, or during intersession.

Fairfax – Dogwood Elementary – Did not Make AYP

- Student data is analyzed on a regular basis with the specific purpose of planning instruction, remediation, and/or enrichment.
- Remediation and enrichment takes place throughout the regular school day through instructional differentiation.
- Remediation and enrichment are provided through class offerings during the three intersessions.
- Students are specifically invited and encouraged to attend intersession classes that meet their instructional needs.

- School staff has spent time educating themselves and the community about data, AYP, and the NCLB law. This has helped to focus the data analysis and instructional response of the school with a united understanding and has helped the school community plan specifically for future federal Annual Measurable Objectives benchmark increases.
- In addition to the SOL assessments, school staff members use common grade-level assessments and the Princeton Review Benchmark Assessment and Reporting Tool (BART) to guide data and analysis and instructional response at each grade level, K through 6.

Fairfax – Glasgow Middle – Did not Make AYP

- Staff is briefed on the NCLB requirements and target achievement gaps identified for any subgroup.
- The School Improvement Plan works from that data to formulate work plans that shape instruction.
- The school has implemented the Advancement Via Individual Determination (AVID) programs in grades 6, 7 and 8 to meet the educational and social needs of students in underrepresented populations who have the potential to succeed in a rigorous course of study and attend college.
- The school is also participating in the FOCUS program to increase student achievement with initiatives in remediation and recovery, basic literacy, student assessment, forcing language, and school climate.
- The Scholastic Reading Inventory (SRI) reading test is administered for all rising grade 6 students to place students in an appropriate remediation program that can begin the first day of school.
- A diagnostic testing plan has been implemented for all grade 7 and 8 students.
- Four additional general education teachers were trained in teaching Focus on Achieving Standards in Teaching Math (FAST Math), a program designed for English for Speakers of Other Languages (ESOL) students.
- Released mathematics Standards of Learning (SOL) questions are used for assessing students throughout the year.

Hampton – Aberdeen Elementary – Accredited with Warning, Did not Make AYP

- Used assessment data to focus daily instruction and intervention programs such as intercession and extending learning on student need.
- The school has disaggregated student data by identified student subgroup and has used assessment data to focus daily instruction and intervention programs such as intercession and extending learning on student need.

Hampton – C. Vernon Spratley Middle – Accredited with Warning, Did not Make AYP

- Implementation of intercession remediation classes, Extended Day/After School remediation activities, and remediation courses in student schedules.

- The number of special education students in inclusion classes has been increased. Special and general education teachers have received ongoing training for effective techniques to implement inclusion practices.

Hampton – Merrimack Elementary – Did not Make AYP

- Professional staff development focused on addressing areas identified in the School Learning Plan Goals.
- Trainings were held throughout the school year on the implementation of the FISH! Philosophy as a way to improve both school climate and reduce the incidents of student discipline suspensions.
- School Learning Plan Day workshops focused on vocabulary development strategies and learning activities.
- Staff are also disaggregating quarterly assessment data and SOL data to determine where achievement gaps occur among the grade levels (i.e. special education, race, gender gaps).
- Changes in instruction, level of classroom student support, and remediation programs have emerged as a result of examining data.

Hampton – Robert E. Lee Elementary – Did not Make AYP

- Incentives for attendance.
- Frequent parent workshops.